NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

325 Norman S. Weir

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PATERSON	School:Norman S. Weir
Chief School Administrator:DR. DONNIE EVANS	Address:152 College Blvd.
Chief School Administrator's E-mail:devans@paterson.k12.nj.us	Grade Levels:K-8
Title I Contact:	Principal:Grace Giglio
Title I Contact E-mail:	Principal's E-mail:ggiglio@paterson.k12.nj.us
Title I Contact Phone Number:	Principal's Phone Number:973-321-0751

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA§1114*

Critical Overview Elements

- The School held _____5_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ _73,250.00_____, which comprised ____52____% of the school's budget in 2014-2015.

- State/local funds to support the school will be $_____77,500.00_____, which will comprise __51____% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
School Based Literacy Supervisor Salary			Salary	$21,726.00
School Based Literacy Supervisor Benefits			Benefit	$2,040.00
School Based Math Supervisor Salary			Salary	$21,573.00
School Based Math Supervisor Benefits			Benefit	$4,865.00
School Based SPED Supervisor Salary			Salary	$14,009.00
School Based SPED Supervisor Benefits			Benefit	$5,288.00
School Based Data Supervisor Salary			Salary	$4,002.00
School Based Data Supervisor Benefits			Benefit	$1,483.00

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.
Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.
Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Grace Giglio	School Staff- Principal	X	X	X	
Linda LeProtto	School Staff- Supervisor	X	X	X	
Wendy Cox	School Staff- Classroom	X	X	X	
Joanna Norton	School Staff- Sp. Ed.	X	X	X	
Mohammed Hindi	School Staff- Support	X	X	X	
Carolyn Piccolo	School Staff- CST	X	X	X	
Felix Gil	School Staff- Technology	X	X	X	
Barby Lovely	Parent	X	X	X	

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
9/19/15	NSW- Ms. Giglio's Office	Needs Assessment	X Yes	No	X Yes	No
9/26/15	NSW- Ms. Giglio's Office	Plan Development	X		X	
10/10/15	NSW- Cafetorium	Schoolwide Plan Development	X		X	
12/11/15	NSW- Ms. Giglio's Office	Plan Development	X		X	
3/ 18/16	NSW- Ms. Giglio's Office	Program Evaluation	X		X	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Norman S. Weir is committed to excellence in learning for further education and for the love of learning. At Norman S. Weir we will achieve excellence in learning through collaboration among community, parents, administration, faculty and students. Recognizing that learning is a lifelong process, all partners in the school community will use imagination, reflection, invention, and inquiry to support the learning of others. At Norman S. Weir our job is to prepare students with the necessary skills to succeed and to become leaders in the multicultural and technological world of the twenty-first century. We believe that all children can learn; that all teachers will work to improve academic skills of students; that increased time on task will make students more productive in school and society; and that all teachers will utilize a variety of teaching strategies which will best meet the learning styles of their students.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

   The program was implemented as planned. At risk students were targeted early in the school year and diagnostic measures were immediately implemented so that individual remedial plans could be strategized and utilized. We are awaiting PARCC scores to determine how implemented strategies affected student achievement.

2. What were the strengths of the implementation process?

   Early intervention was essential to effectively begin the remediation process. Another strength of the process was collaboration. Specifically, teachers and administrators worked together closely to monitor lessons and strategies as well as being receptive to any feedback.

3. What implementation challenges and barriers did the school encounter?

   The lack of academic support staff continues to create a challenge when meeting the individual needs of students.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

   One of the most apparent strengths during the implementation was the willingness and dedication of the entire staff as well as the commitment of the parents. An apparent weakness on some occasions was the unavailability of common planning time but staff members were flexible and accommodating.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

   Staff members were "on board" immediately, many offering their lunchtime to work with struggling students. Parents were also cooperative and accommodating in meeting with teachers at convenient times so that they too would be able to assist their children. The school climate and culture of Norman S. Weir has always been one of support and dedication to student achievement.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

    The staff, as always, remained positive in the belief that additional time on task would benefit targeted students. Staff surveys were utilized to measure staff perception as well as provide an opportunity for further suggestions from staff.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

    When presented with suggestions from administration and the teaching staff, the community was readily available to reach out to students in any way asked of them. The community continue to be generous in their support of Norman S. Weir. Community/parent surveys were utilized to measure community perception as well as provide an opportunity for further suggestions from the community.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

    Methods of delivery varied contingent upon the specific needs of students. Specifically, some students responded positively to one-on-one instruction while others benefited from peer tutoring. Small group instruction remains an effective approach to learning at Norman S. Weir.

9. How did the school structure the interventions?

    Interventions were structured in a variety of ways. Specifically, small group instruction meeting the common needs of students in targeted areas while other student intervention was delivered one-on-one. All teachers and paraprofessionals worked with small groups of students implementing strategies recommended by classroom teachers.

10. How frequently did students receive instructional interventions?

    Intervention was delivered 4/5 periods as per the 6 day schedule. Administration structured schedules so that interventions were delivered regularly by classroom teachers, specialized staff and paraprofessionals.

11. What technologies did the school use to support the program?

    All available technologies were utilized including but not limited to Renaissance, Successmaker, Scholastic Reading Inventories, and Leap Pads.

12. Did the technology contribute to the success of the program and, if so, how?

Technology has definitely had a positive impact on the success of targeting and remediating instruction. Specifically, Renaissance results are immediate allowing the remediation process to begin simultaneously. Renaissance also allows for progress monitoring which provides immediate feedback to the student and the teacher.

Provide a separate response for each question.

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	5	TBD	Small group instruction, progress monitoring, one on one instruction, peer tutoring, after-school program.	To be determined pending PARCC results and DLM results.
Grade 5	29	TBD	Small group instruction, progress monitoring, one on one instruction, peer tutoring, after-school program.	To be determined pending PARCC results and DLM results.
Grade 6	11	TBD	Small group instruction, progress monitoring, one on one instruction, peer tutoring, after-school program.	To be determined pending PARCC results and DLM results.
Grade 7	9	TBD	Small group instruction, progress monitoring, one on one instruction, peer tutoring, after-school program.	To be determined pending PARCC results and DLM results.
Grade 8	17	TBD	Small group instruction, progress monitoring, one on one instruction, peer tutoring, after-school program.	To be determined pending PARCC results and DLM results.
Grade 11	N/A	N/A		
Grade 12	N/A	N/A		

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	3	TBD	Small group instruction, progress monitoring, one on one instruction, peer tutoring, after-school program.	To be determined pending PARCC results and DLM results.
Grade 5	20	TBD	Small group instruction, progress monitoring,	To be determined pending PARCC results and DLM results.

			one on one instruction, peer tutoring, after-school program.	
Grade 6	8	TBD	Small group instruction, progress monitoring, one on one instruction, peer tutoring, after-school program.	To be determined pending PARCC results and DLM results.
Grade 7	7	TBD	Small group instruction, progress monitoring, one on one instruction, peer tutoring, after-school program.	To be determined pending PARCC results and DLM results.
Grade 8	16	TBD	Small group instruction, progress monitoring, one on one instruction, peer tutoring, after-school program.	To be determined pending PARCC results and DLM results.
Grade 11		N/A		
Grade 12		N/A		

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	1	0	N/A	
Grade 1	1	1	(1 intervention) as per Star results Small group instruction, frequent Progress Monitoring (Star) one on one instruction	Interventions from 2013/14 resulted in student growth
Grade 2	5	2	(2 intervention) as per Star results Small group instruction, frequent Progress Monitoring (Star) one on one instruction	Interventions from 2013/14 resulted in student growth
Grade 9	N/A	N/A		
Grade 10	N/A	N/A		

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	N/A	N/A	N/A	
Grade 1	1	0	N/A	
Grade 2	1	0	N/A	
Grade 9	N/A	N/A		
Grade 10	N/A	N/A		

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Data-driven instruction-analyze test results and target areas of strength and weakness	Yes	Improved scores on district assessments. Student growth evidenced by formal and informal assessments.	Improved scores on school based assessments and district unit assessments. PARCC and DLM results pending.
Math	Students with Disabilities	Data-driven instruction-analyze test results and target areas of strength and weakness	Yes	Improved scores on district assessment. Student growth evidenced by formal and informal assessments.	Improved scores on school based assessments and district unit assessments. PARCC and DLM results pending.
ELA	Homeless	N /A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	Same as above			
Math	Economically Disadvantaged	Same as above			
ELA					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math					

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	PARCC After-school program	Yes	Improved student achievement as evidenced by formal and informal assessments.	Students demonstrated growth and improved scores on school based assessments. PARCC results pending.
		Boys and Girl Club	Yes	Improved parent/teacher relations as evidenced by increased parental involvement.	Improved parent/teacher relationships. Increased attendance at Home School Council meetings by 10%.
Math	Students with Disabilities	PARCC After-school program	Yes	Improved student achievement as evidenced by formal and informal assessments.	Students demonstrated growth and improved scores on school based assessments. PARCC results pending.
		Boys and Girls Club	Yes	Improved parent/teacher relations as evidenced by increased parental involvement.	Improved parent/teacher relationships. Increased attendance at Home School Council meetings by 10%.
ELA	Homeless	N/A			
Math	Homeless	N/A			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	Same as above			
Math	Economically Disadvantaged	Same as above			
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	IFL Accountable Talk-Taking the Next Step Test Taking Strategies Data Analysis- Star and Performance Matters	Yes	Student growth as evidenced by District Assessments (Unit Tests) and Star Assessment Classroom Walk Through Teacher Evaluations Lesson Plans	Adequate growth as evidenced by Star Assessment and District Unit Assessments. 100% of teachers implement test taking strategies in their teaching practices as evidenced by daily lesson plans. 90% of students demonstrated knowledge of test taking strategies in their work.
Math	Students with Disabilities	IFL Accountable Talk-Taking the Next Step Test Taking Strategies Data Analysis-Star and Performance Matters	Yes	Student growth as evidenced by District Assessments (Unit Tests) and Star Assessments Classroom Walk Through Teacher Evaluations Lesson Plans	Adequate growth as evidenced by Star Assessment and District Unit Assessments. 100% of teachers implement test taking strategies in their teaching practices as evidenced by daily lesson plans. 95% of students demonstrated knowledge of test taking strategies in their work.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically	Same as above			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disadvantaged				
Math	Economically Disadvantaged	Same as above			
ELA					
Math					

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Back to School Night Parent Homework Workshops Parent/Teacher Conferences Communication- Monthly newsletter, Student journals Student handbooks	Yes	Increased attendance Improved quality of student homework Improved parent communication	Increased student growth 90% of all students hand in homework timely and accurately. 85% of all students use journals effectively. Parents use journals to communicate with teachers whenever necessary.
Math	Students with Disabilities	Back to School Night Parent Homework Workshops Parent/Teacher	Yes	Increased attendance Improved quality of student homework Improved parent	Increased student growth 95% of all students hand in homework timely and accurately. 85% of all students use journals effectively.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Conferences Communication- Monthly newsletter, Student journals Student handbooks		communication	Parents use journals to communicate with teachers whenever necessary.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	Same as above			
Math	Economically Disadvantaged	Same as above			
ELA					
Math					

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

___Grace Giglio_____   _____   _____
Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	PARCC Grades 3-8 Star Assessment- Grades K-8 Units 1-5 Assessments-Grades K-8 Informal Assessments Running Records	Data analysis of multiple measures indicates which students are demonstrating adequate student growth and which students are experiencing difficulties in specific academic areas resulting in inadequate student growth. School data teams continue to meet regularly to address students' strengths and weaknesses as evidenced by these multiple measures. PARCC scores indicate that students
Academic Achievement - Writing	PARCC Grades 3-8 Unit 1-5 Assessments- Grades K-8 Informal Assessments	Data analysis of multiple measures indicates which students are demonstrating adequate student growth and which students are experiencing difficulties and which areas of writing need to be targeted. PARCC scores indicate that students
Academic Achievement - Mathematics	PARCC Grades 3-8 Star Assessment-Grades 1-8 Unit 1-5 Assessments- Grades K-8 Informal Assessments	Data analysis of multiple measures indicates which students are demonstrating adequate student growth and which students are experiencing difficulties in specific mathematical skills resulting in inadequate student growth. School data teams continue to meet regularly to address students' strengths and weaknesses as evidenced by these multiple measures. PARCC scores indicate that students
Family and Community Engagement	Home School Council Meeting Attendance	The staff at Norman S. Weir work collaboratively with parents to increase parental involvement and address priority problems. Parent involvement continues to increase as evidenced by attendance at Home School Council

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Community Forums Parent Survey Parent Handbook Student Planners	meetings. Attendance increased by 10% overall.
Professional Development	Surveys Staff Development Evaluations Lesson Plans Walk Throughs Evaluations	Surveys indicate that 95% of the staff is satisfied with the current quality of Staff Development. Teacher evaluations reveal that % of the staff is effective in meeting student growth objectives.
Leadership	Monthly Faculty Meetings Walk Through Documentation Teacher Observations/formal and informal	Emphasis is placed on classroom instruction and student achievement. 100% of faculty members are attending monthly faculty meetings. 100% of teachers are displaying objectives and demonstrations of learning for each lesson.
School Climate and Culture	Staff Surveys Parent Surveys Student Surveys Staff vs. students basketball, volleyball and hula hoop tournaments. Teacher Welcome and Teacher Appreciation Breakfasts.	Staff members continue to be encouraged to be honest and open in their communications and all are afforded the opportunity to share their time and talents for staff-development needs when time permits. Surveys indicate that 93% of the staff believes that the principal develops a logical plan for getting things done.100% of the staff agree that the principal sets high standards for the performance of others.
School-Based Youth Services	N/A	
Students with Disabilities	PARCC Grades 3-8 Alternate Portfolio Assessment-Science-Grades 4 & 8 DLM-Grades 3-8	Data analysis indicates that special education students (Resource, Cognitively Impaired and Language Learning Disabled) are exhibiting growth in Language Arts and Math as indicated by formal and informal assessments. DLM and APA scores indicate that students

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Star Assessment-Grades K-8 Unit 1-5 Assessments-Grades K-8 Informal Assessments	
Homeless Students	N/A	
Migrant Students	N/A	
English Language Learners	N/A	
Economically Disadvantaged	Same as above	

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

Data analysis continues to be utilized with regard to both state and local assessments during Data Team/Grade Level meetings and faculty meetings. We continue to collaborate in the examination of data to determine which areas are of concern and how best to meet those needs as well as trends in data results. Priority problems are identified immediately allowing various committees to be created to meet and review data from standardized test results, formative assessments, student's grades, teacher input, informal assessment, etc., to assist in determining which areas are of concern and if our existing action plan should be modified to address these concerns. All stakeholders will continue to review standardized test scores from 2015 and determine if they are consistent with areas in need of improvement for the present year.

2. What process did the school use to collect and compile data for student subgroups?

   Through the use of Performance Matters and Renaissance, data can be sorted and analyzed. School based committees continue to review various forms of data which had been disaggregated by subgroup, content area and grade level. Principal as well as site based supervisors continue to meet with teachers regularly at Data Team/Grade Level meetings to review data. Principal, site based supervisors and classroom teachers have access to data binders and these binders are utilized by the entire instructional staff.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

   Due to the relatively small size of our population and subgroups, samples are NOT used to examine data. Complex statistical measures are not necessary to make inferences about populations. Data analysis utilizes current measures to continually monitor student progress. Both Math and Language Arts district Unit Assessments are aligned with common core standards.

4. What did the data analysis reveal regarding classroom instruction?

   The use of data analysis continues to benefit classroom instruction. Specifically, it allowed teaches to target specific areas of strengths and weaknesses. Data analysis also allowed for a smoother transition from one grade level to the next grade level and continuity of instruction continues to be accomplished.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

   The focus of Norman S. Weir's professional development continues to place emphasis on data analysis and lesson study. Both areas continue to positively impact students throughout the school year. Specifically, professional development will target areas of weakness as indicated by PARCC results which will include analyzing non-fiction texts and citing textual evidence.

6. How does the school identify educationally at-risk students in a timely manner?

Site based supervisors continue to offer support through differentiated instruction strategies and techniques based on the targeted needs of students. We continue to implement small group instruction and learning centers to meet individual needs. A variety of technology programs provide individual support and assist in customizing instruction for at risk students as well as aid in preparing students with 21st Century skills such as critical thinking and problem solving. The process of identifying students begins immediately with analysis of the baseline Star Assessment results within the first three weeks of the school year and continues on a monthly basis for those students who have been identified as "at risk" students through the use of progress monitoring.

7. How does the school provide effective interventions to educationally at-risk students?

Educationally at-risk students are provided with small group instruction, peer tutoring, one on one instruction, to meet their targeted needs.

8. How does the school address the needs of migrant students?

N/A

9. How does the school address the needs of homeless students?

N/A

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Teachers, during weekly data team/grade level meetings, contribute to the decision making process regarding academic assessment and how to improve meeting the individual needs of their students.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

Students at Norman S. Weir, in grades Kindergarten to Eighth grades, transition successfully from one grade to the next. Student folders follow each student from one grade to the next and Data Team/Grade level meetings involve clusters of grade levels allowing teachers to become familiar with students in other grade levels.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

Data analysis, teacher as well as student input influenced the direction of this plan. A collaborative effort was made to analyze data and outline which problems would priority over others.

Provide a separate response for each question.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	English Language Arts (Reading Informational Text)	Math (Problem Solving)
Describe the priority problem using at least two data sources	Data analysis of multiple assessments indicate that a number of students have not met the Unit Test Assessment measure of proficiency. This is further evidenced by Star Assessment which indicates that a number of students did not meet adequate student growth in ELA.	Data analysis of multiple assessments indicate that a number of students have not met the Unit Test Assessment measure of proficiency. This is further evidenced by Star Assessment which indicates that a number of students did not meet adequate student growth in Math.
Describe the root causes of the problem	Lack of academic support teachers to work more extensively with small, targeted groups of students. Specifically, targeted students require more extensive amounts of differentiated instruction to meet their diverse needs.	Lack of academic support teachers to work more extensively with small, targeted groups of students. Specifically, targeted students require more extensive amounts of differentiated instruction to meet their diverse needs.
Subgroups or populations addressed	Grades K-8 General Education Students.	Grades K-8 General Education Students.
Related content area missed (i.e., ELA, Mathematics)	English Language Arts (Reading Informational Text)	Math (Problem Solving)
Name of scientifically research based intervention to address priority problems	www.centeroninstruction.org Danielson (2002) states that schools must promote high levels of student learning. Durkin (1993) states that comprehension is "the essence of reading" and is essential not only to academic learning in all subjects but to lifelong learning as well. Fountas and Pinnell (2007) states that students engaged in conversation that is grounded in a variety of texts-those that students read, hear read aloud, or write-and that expands their ability to comprehend and use language.	www.centeroninstruction.org What Works Clearinghouse suggests that students should learn a system of steps that takes written information and creates an imagery for the answering process. Examples are look for a pattern, make a table, make an organized list.
How does the intervention align with the Common Core State	All strategies and instruction are aligned with the Common Core Standards. All lesson plans in Grades K-8 are correlated	All strategies and instruction are aligned with the Common Core Standards. All lesson plans in Grades K-8 are correlated

Standards?	and aligned with Common Core Standards.	and aligned with Common Core Standards.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Parent/Community Involvement	
Describe the priority problem using at least two data sources	Need to maintain/increase parental involvement at school events.	
Describe the root causes of the problem	Parents are employed after school hours and are unable to attend school events.	
Subgroups or populations addressed	General and Special Education students	
Related content area missed (i.e., ELA, Mathematics)	All content areas	
Name of scientifically research based intervention to address priority problems	Sheldon, S.B. (2001). Linking school-family-community partnerships in urban elementary schools to student achievement on state tests. *Urban Review,* 35(2), 149-166.	
How does the intervention align with the Common Core State Standards?	N/A	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) *strengthen the core academic program in the school*;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Provide explicit instruction and supportive practice in the use of effective comprehension strategies throughout the school day.	Principal LA Site Supervisor Teachers Media Specialist Instructional Assistants Specialists	Improved scores on Star Assessment, District Unit Tests, State Assessments, Teacher Evaluations and Walk Throughs Informal Assessments	Dunkin (1993) states that comprehension is "the essence of reading" and is essential not only to academic learning in all subjects but to lifelong learning as well.
Math	Students with Disabilities	Differentiating Instruction Successmaker	Principal Math Site Supervisor Teachers Media Specialist Instructional Assistants Specialists	Improved scores on Star Assessment, District Unit Tests, State Assessments, Teacher Evaluations and Walk Throughs Informal Assessments	Tomlinson, C. & McTighe, J. (2006) Integrating differentiation instruction and understanding by design: Connecting with Content
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) <u>*strengthen the core academic program in the school*</u>;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs	N/A			
ELA	Economically Disadvantaged	Same			
Math	Economically Disadvantaged	Same			
ELA					
Math					

*Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>*extended school year and before- and after-school and summer programs and opportunities*</u>*, and help provide an enriched and accelerated curriculum;*					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	PARCC After School Program	Principal Site Supervisor Teachers	Improved scores-Pre and Post Assessment	IES-Assist Students Struggling with Reading: Response to Intervention (RTI)
Math	Students with Disabilities	PARCC After School Program Math & Jazz	Principal Site Supervisor Teachers	Improved scores-Pre and Post Assessment	IES-Assist Students Struggling with Mathematics: Response to Intervention (RTI)

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities,</u> *and help provide an enriched and accelerated curriculum;*

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
/					
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged	Same			
Math	Economically Disadvantaged	Same			
ELA					
Math					

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	General and Special Education Teachers and Support Staff	Data Teams Lesson Plan Study Technology Differentiated Instruction Guided Reading Evaluations Backward Planning	Principal Site Based Supervisor Teachers Professional Development Committee	Evaluations	IES National Center for Education Evaluation and Regional Assistance (2007, October) How teacher development affects achievement
Math	General and Special Education Teachers and Support Staff	Data Teams Lesson Plan Study Technology Differentiated Instruction Successmaker Evaluations Backward Planning	Principal Site Based Supervisor Teachers Professional Development Committee	Evaluations	IES National Center for Education Evaluation and Regional Assistance (2007, October) How teacher development affects achievement
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically Disadvantaged SPED ELL	On-site Instructional Teams consisting of one content area Supervisor of LAL, MATH, SPED and ELL, will provide consistent and data driven support for the instructional programs at each of the non-categorized school. In addition, a Data Supervisor, PD Coordinator, a Data Assessment Supervisor, and two NCLB Supervisors will collaborate to support the principals in analyzing programmatic and	School On Site Content Supervisors	STAR Assessments Unit Benchmarks	Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http:// ies.ed.gov/ncee/wwc/publications/practiceguides. Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http:// ies.ed.gov/ncee/wwc/publications/practiceguides Marzano: Classroom Instruction that Work

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		operational data to inform effective and engaging instruction in each classroom. The Supervisory team members will also conduct both long and short observations to provide support and job-embedded professional development			Systematic vocabulary instruction pg. 123-124 Daniel Pink: A Whole New Mind Partnership For 21st Century Skills Research has associated interventions incorporating explicit instruction with improved outcomes for students with learning difficulties for both basic skills and higher-level concepts (Baker, Gersten, & Lee, 2002; Biancarosa & Snow, 2004; Gersten et al., 2009; National Reading Panel, 2000; Swanson, 2000; Vaughn, Gersten, & Chard, 2000).
Math	Economically Disadvantaged SPED ELL	On-site Instructional Teams consisting of one content area Supervisor of LAL, MATH, SPED and ELL, will provide consistent and data driven support for the instructional programs at each of the non-categorized school. In addition, a Data	School On Site Content Supervisors	STAR Assessments Unit Benchmarks	Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http:// ies.ed.gov/ncee/wwc/publications/practiceguides. Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Supervisor, PD Coordinator, a Data Assessment Supervisor, and two NCLB Supervisors will collaborate to support the principals in analyzing programmatic and operational data to inform effective and engaging instruction in each classroom. The Supervisory team members will also conduct both long and short observations to provide support and job-embedded professional development			(2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http:// ies.ed.gov/ncee/wwc/publications/practiceguides Marzano: Classroom Instruction that Work Systematic vocabulary instruction pg. 123-124 Daniel Pink: A Whole New Mind Partnership For 21st Century Skills Research has associated interventions incorporating explicit instruction with improved outcomes for students with learning difficulties for both basic skills and higher-level concepts (Baker, Gersten, & Lee, 2002; Biancarosa & Snow, 2004; Gersten et al., 2009; National Reading Panel, 2000; Swanson, 2000; Vaughn, Gersten, & Chard, 2000).
ELA					
Math					

Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? Principal and Schoolwide Committee

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2. What barriers or challenges does the school anticipate during the implementation process? The commencement of numerous instructional initiatives beginning simultaneously.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? Grade level meetings, Professional Learning Communities, collegial dialogue, Home School Council Meetings, Parental communications.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Staff surveys will be used to gauge the perceptions of the staff with reflection questions.

5. What measurement tool(s) will the school use to gauge the perceptions of the community? Parent/Community Surveys

6. How will the school structure interventions? Principal will integrate intervention period into student schedules during daily instruction.

7. How frequently will students receive instructional interventions? Daily

8. What resources/technologies will the school use to support the schoolwide program? Whiteboards, computers, 20th Century Skills

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? Unit Assessments, Star Assessments and informal assessments.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Faculty meetings, grade level meetings, Professional Learning Communities, Communications to parents, Home School Council Meetings.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Parent volunteers (Field trip, Read Across America-guest readers, Educational Arts Festival. Parent Homework Workshops Back to School Night and Report Card Conferences	Principal Teachers Home School Council	Sign-In sheets, Parent Link	IES-Christenson, L.L. (2004). The family-school partnership: An opportunity to promote the learning competence of all students. School Psychology Review. 33, 83-104. Sheldon, S.B.(2003). Linking school-family-community partnerships in urban elementary schools to student achievement on state tests. Urban Review, 35(2), 149-166.
Math	Students with Disabilities	Same as above	Same as above	Same as above	Same as above
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	N/A			
Math	ELLs	N/A			
ELA	Economically	Same as above	Same as	Same as above	Same as above

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
	Disadvantaged		above		
Math	Economically Disadvantaged	Same as above	Same as above	Same as above	Same as above
ELA					
Math					

Use an asterisk to denote new programs.

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

   The Family and Community engagement program will assist schools in addressing outlined issues through providing access to parent education programs such as Paterson Parent University, and the development of school action teams. In addition, the department will provide parent coordinators to provide parental issue resolve, and to coordinate the access of resources to parents to increase student achievement.

2. How will the school engage parents in the development of the written parent involvement policy?

   Parents will be engaged in the development of their parent involvement policy via school based PTO's, District Wide PTO Leadership activities and School based Action Teams.

3. How will the school distribute its written parent involvement policy?

   The district parent involvement policy is accessible via the district website and is available for paper distribution via the school's parent center and/or main office if needed.

4. How will the school engage parents in the development of the school-parent compact?

   Parents will engage in the development of the school-parent program compact through involvement in their school-based PTO and school based Action Team.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

5. How will the school ensure that parents receive and review the school-parent compact?

Parents will receive a copy of their school-parent compact as part of their Welcome Back to School packet and the school-compact will be available in the school's parent center and/or main office. The school-compact is also included in each individual student planner. The Compact will also be accessible via the district and school Website.

6. How will the school report its student achievement data to families and the community?

N/A

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

8. How will the school inform families and the community of the school's disaggregated assessment results?

N/A

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

N/A

10. How will the school inform families about the academic achievement of their child/children?

N/A

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Access to parent education programs via the district's Paterson Parent University Program will include but not be limited to ESL for parents, GED for parents, fatherhood workshops, How to help your child with homework workshops. School-based Parent and Teacher organizations, district-wide parent recognition programs such as Parent of the Year breakfasts.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	30	Tuition reimbursements, attendance incentives, offer professional development sessions
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	N/A	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	19	
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	N/A	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Tuition reimbursements, attendance incentives, offer professional development sessions	